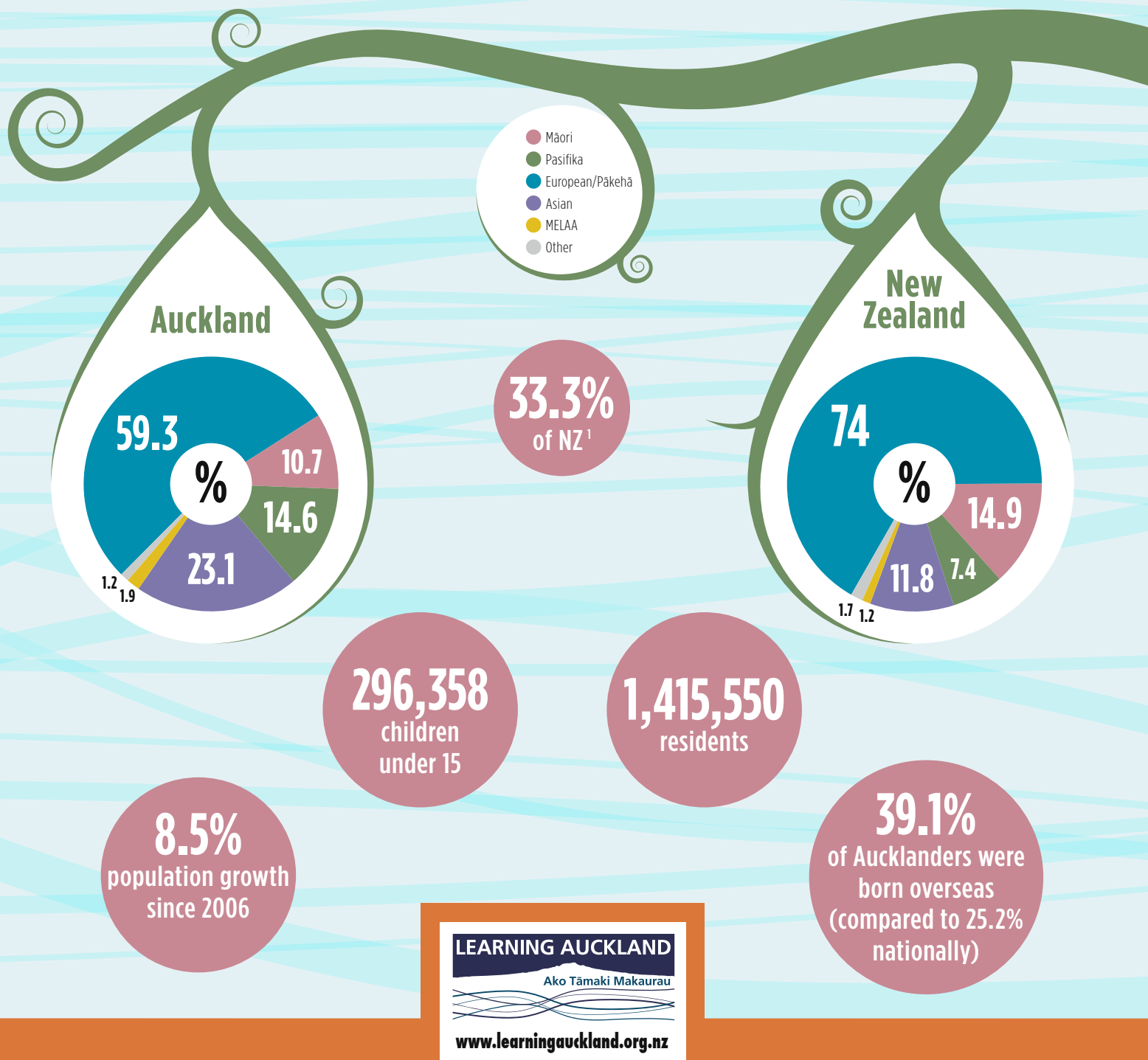


LEARNING AUCKLAND

DATA UPDATE 2013-2014

AUCKLAND'S PEOPLE¹



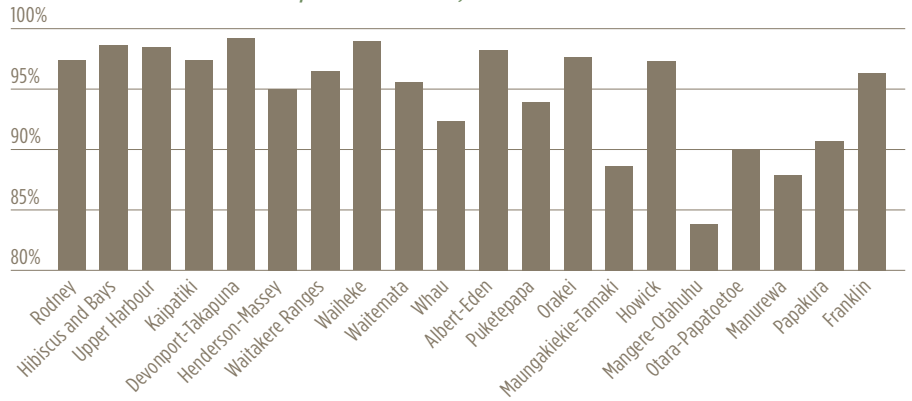
EARLY LEARNING

THE FIRST 1,000 DAYS OF A BABY'S LIFE (CONCEPTION TO AGE 2) ARE CRITICAL FOR DEVELOPMENT. FAMILY NURTURING LAYS THE FOUNDATION

Vulnerable children benefit most from quality early childhood education (ECE) and benefits last through to school. Participation rates in ECE are tracking up, with targeted efforts to increase participation of Māori and Pasifika families. Local services that acknowledge diverse family backgrounds, cultures and language are needed to attract families who have been reluctant to enrol their children.

Prior participation in ECE

By local boards, December 2013²



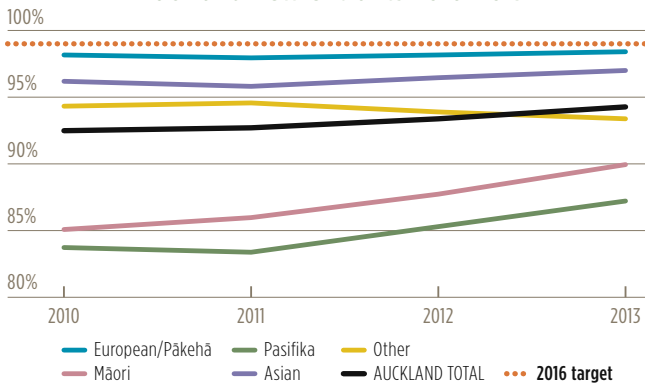
1,214

licensed ECE services

From 2015, an Early Learning Information (ELI) system will record what age children start ECE and how long they attend, giving us more accurate data about ECE participation.

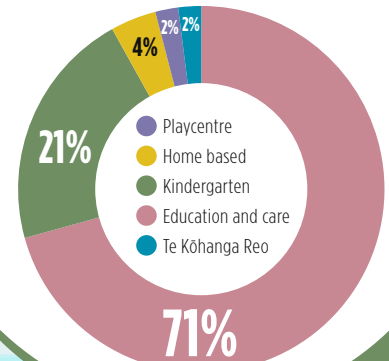
Prior participation in ECE

Auckland new entrants 2010-2013²



Enrolments

Licensed ECEs, Auckland June 2013²



102,357

Auckland children aged 0-4¹

LITERACY

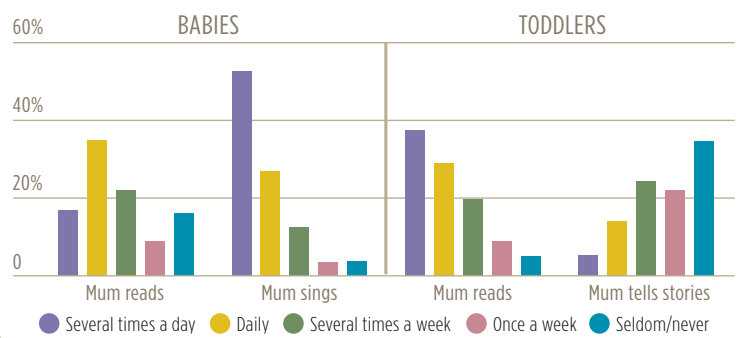
TALKING LAYS THE FOUNDATIONS FOR LITERACY

Children who do not develop strong oral language skills early find it difficult to learn to read and to keep up at school.

Talking with and reading to children (in home languages, not only English) grows children's spoken vocabulary and helps get them ready for school. Not all children are getting the rich home language they need to get a solid start.

Two thirds of mothers in the Growing Up in New Zealand longitudinal study were reading to their two year olds at least once a day, but 14% read to their toddlers only weekly or less. 57% of mothers were telling stories weekly or less.³

Early literacy environment³



SCHOOLING

STAYING AT SCHOOL INCREASES THE LIKELIHOOD OF EDUCATION SUCCESS

Strategies to retain students at school are vital because early school leavers usually leave without a qualification.

NCEA LEVEL 2

In 2013, 78.8% of Auckland school leavers had NCEA Level 2, the qualification often needed for entry level work roles and vocational training (compared to 74.2% nationally). The rate masks the gap between Māori (55.7%) and Pasifika (68.5%) achievement.⁴

21,486
new school entrants

537
schools

16,494
teachers
April 2012

78.8%
NCEA L2
passrate

1,208
children across
the city did not
attend ECE

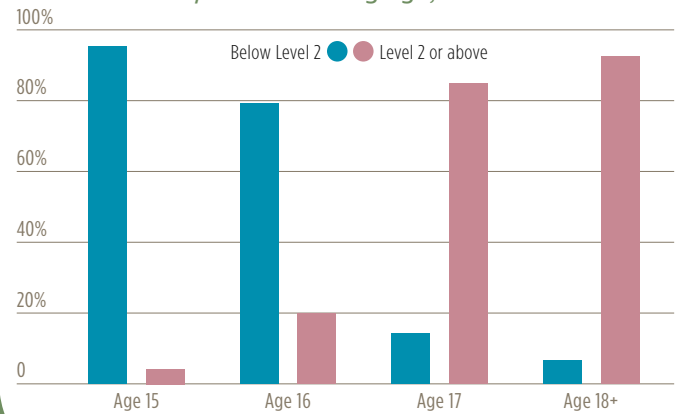
More young people complete NCEA L2 in tertiary education or industry training, through Youth Guarantee, which focuses on creating more places and more learning options for young people under 25 who have not achieved at school.⁵

Pass rates are tracking up but greater support is needed for Māori and Pasifika.

40,593
3-5-year-olds
enrolled

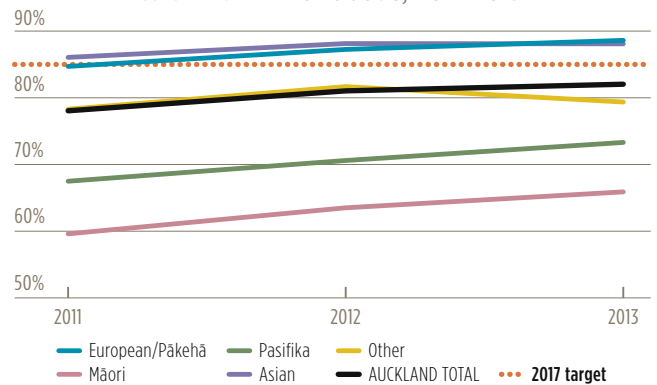
NCEA Level 2 achievement

By school leaving age, 2013⁴



18-year-olds

With NCEA L2 or above, 2011-2013⁴



LITERACY UNDERPINS ACADEMIC SUCCESS

National standards describe the reading, writing and numeracy needed for primary school success.

More reliable data and experience needed before the data is robust.

About 20% of students face a literacy challenge. About 24% of students (approximately 4,120 students) moving into high school were below or well below reading standards; about 32% were not at expected writing or

numeracy levels.

Still a significant equity gap for both Māori and Pasifika, although Pasifika achievement rising. Girls do better than boys. Achievement in reading is higher than in maths and writing.⁴

Children from bilingual backgrounds who are still developing English may take longer to meet standards.

Other success factors include being culturally confident, having a positive attitude toward learning and

independent work habits.

The next literacy marker is NCEA Level 1 literacy and numeracy credits in Year 11 when the majority of students are aged 15.

Māori and Pasifika pass rates are tracking up. 2,487 15 year olds did not pass in either literacy or numeracy, including almost 900 European/Pākehā children.

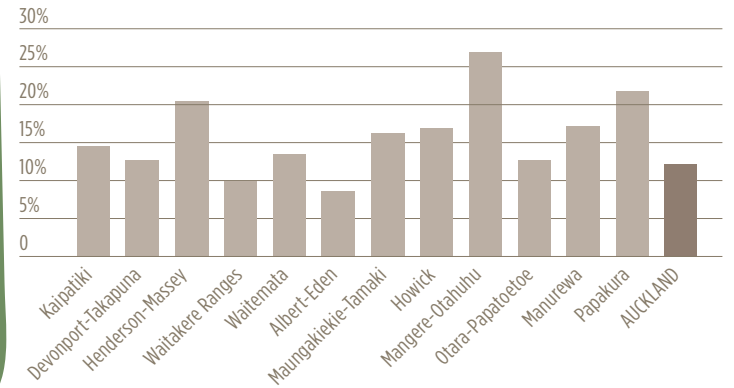
UNIVERSITY READY

University entrance requires passing NCEA Level 3 to a university standard in approved subjects plus literacy and numeracy credits. Figures are tracking up modestly. Students who achieve to a high standard and have endorsed subjects or Certificates (Excellence or Merit) stand a better chance.

57%
UE passrate

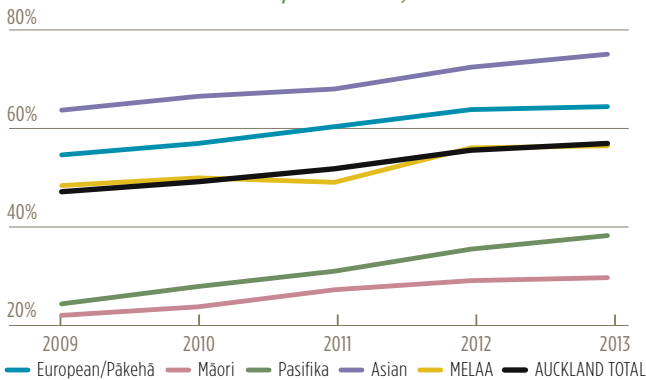
Aucklanders aged 15-24

Not in education, employment or training (NEET), March 2014⁶



Auckland school leavers

With university entrance, 2009-2013⁴

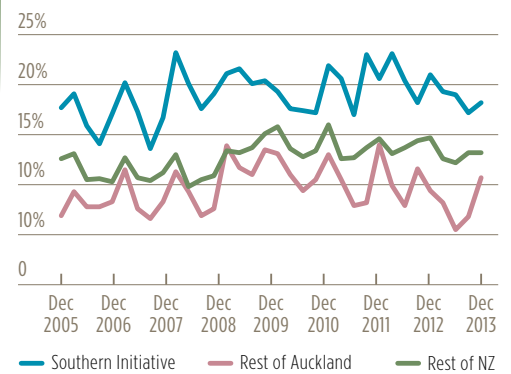


261,228
students

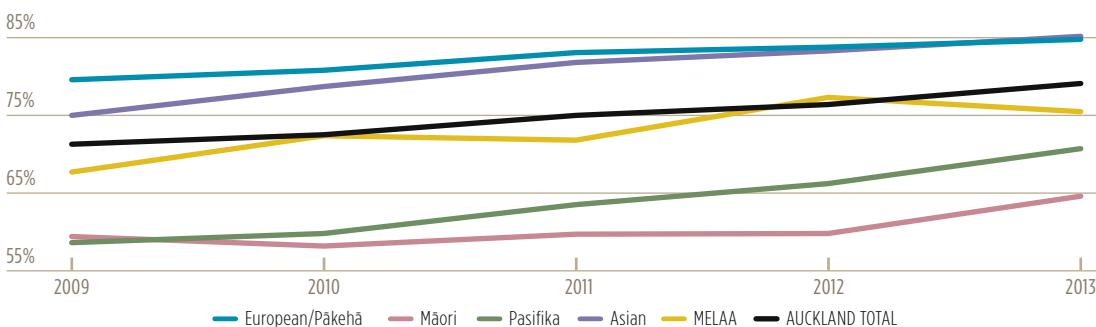
14,500
more students
in next five years¹¹

NEETs, Auckland and TSI

2005-2013⁶



15-year-olds achieving NCEA L1 literacy and numeracy credits²



DIGITAL LITERACY IS AN ESSENTIAL SKILL

Digital skills are essential for getting and keeping many jobs and computer use at work is linked to higher literacy.⁷ ICT enables disabled people to access training and employment.

By 2017, about 70% of common transactions with government are expected to be done on line.⁸

TERTIARY

EARLY JOBLESSNESS IS RISKY

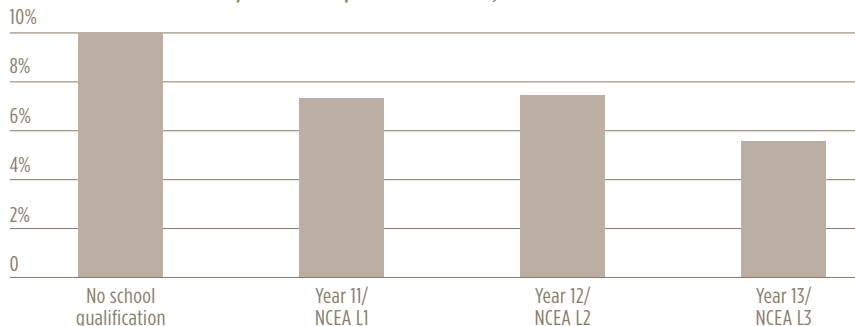
Moving from school to sustainable employment is not straightforward for many young people. Across Auckland, about 28,000 young people are disengaged from learning or work.

Early unemployment leaves social and economic scars on young people. Auckland Council's Youth Connections and other projects across the city are focused on this challenge.

Qualifications increase the likelihood of getting and keeping a job.

64.3%
employment rate

Unemployment rate By school qualifications, March 2014⁶

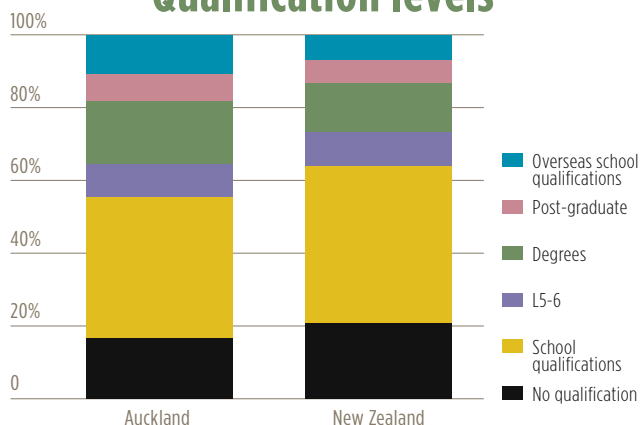


12.3%

15-24-year-olds not in employment, education or training (NEET)

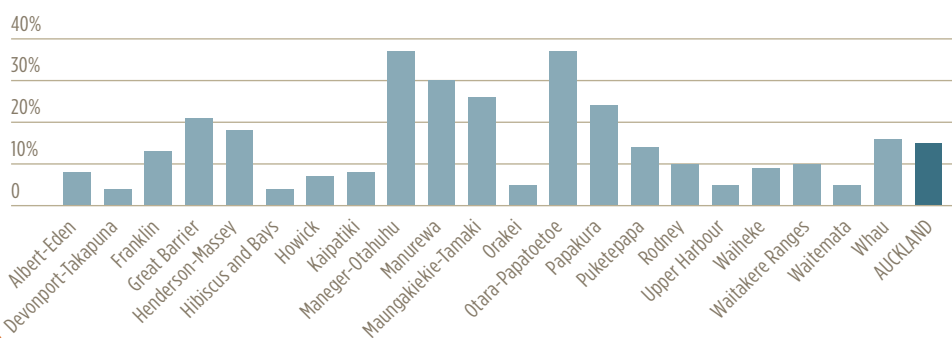
NEET rates of young people in the Southern Initiative (Māngere-Otahuhu, Manurewa, Ōtara-Papatoetoe, Papakura) are persistently high, illustrating the need to increase their employability and skill levels while also working with employers to increase entry level work opportunities.

Qualification levels¹



On average Auckland has fewer people with no qualifications and more people with degrees than New Zealand as a whole.

Houses with children without internet access, 2013¹



GETTING ON LINE A CHALLENGE

Learners who can't get on line are disadvantaged. Many schools ask students to bring their own devices (BYO). 15% of Auckland households with school-aged children don't have internet access.¹ Digital inclusion projects are only reaching small numbers of families.

20,298
families without internet access

HAVING A VOICE

COMMUNITIES BENEFIT SOCIALLY AND ECONOMICALLY WHEN PEOPLE ARE MULTILINGUAL

30,924 speak Māori. Language revitalisation is essential to protect Māori language.¹

SPOKEN ENGLISH HELPS NEW MIGRANTS SETTLE SUCCESSFULLY

Migrants bring valuable strengths in their first language. More opportunities are needed for them to build skills in English. About 54,500 children and adults are not yet able to hold everyday conversations in English, Māori or sign language; about 8,000 are in Howick, about 5,000 in Otara.

Multilingual Aucklanders Speaking two or more languages¹



5,259
speak NZ
Sign Language

1,671
speak Māori
exclusively

2.2%
of Aucklanders
speak Māori

INCOME AND WEALTH AFFECT EDUCATION OUTCOMES

Income affects the ability of families to pay for education-related costs and transport.

Poverty increases the likelihood of poorer health outcomes, housing instability and unstable family lives, all of which affect learning.

Poverty in early years has a particularly long lasting negative effect on education outcomes.⁹

At least 25% of New Zealand's children live below 60% income poverty threshold – about 74,000 Auckland children.

Children in benefit dependent sole parent families are most vulnerable but 40% of children living in poverty will come from families where parents are working.¹⁰

Educators have to work hard to mitigate the effects of child poverty.

2.6%
Auckland economic
growth, year ended
March 2014¹²

\$76,500
median annual
household
income

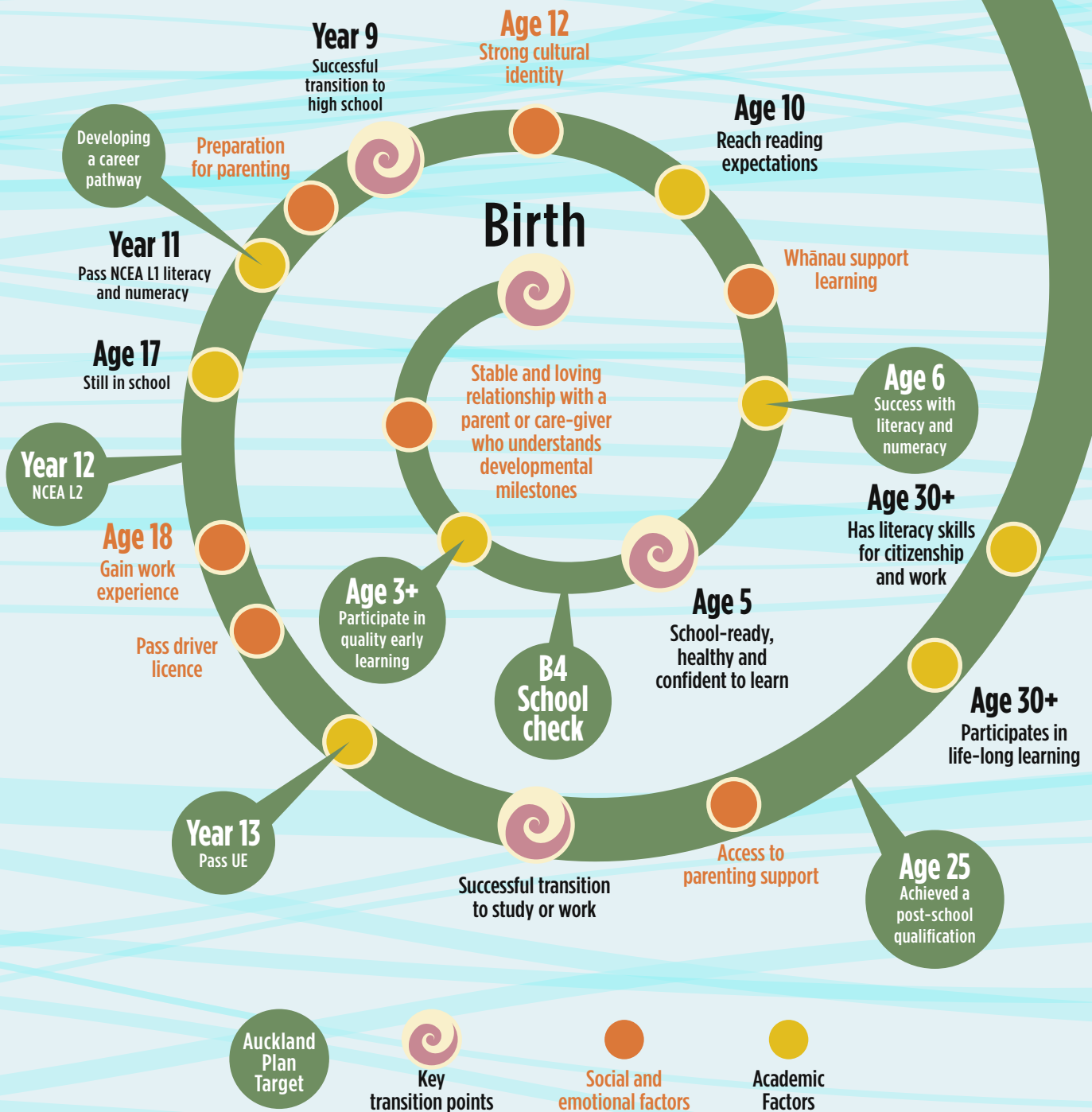
REFERENCES

NB: Census graphs may add to more than 100% because of multiple ethnicities.

- 1 NZ Census, 2013
- 2 ECE statistics, Education Counts
- 3 Morton, S. et al. (2014) Growing Up in NZ
- 4 Schooling statistics, Education Counts
- 5 youthguarantee.net.nz
- 6 HLFS, March 2014
- 7 Lane, C. (2010) Computer use, literacy and numeracy
- 8 Better Public Service targets
- 9 Children in low income households Indicator, Education Counts
- 10 Child Poverty Monitor, 2013
- 11 Ministry of Education, 2014
- 12 Auckland Economic Quarterly, July 2014

PATHWAY TO SUCCESS

FOR AUCKLANDERS



WHAT IS LEARNING AUCKLAND?

EDUCATION SUCCESS UNDERPINS OUR CITY'S PROSPERITY

If Auckland is to thrive we need an effective education and skills system.

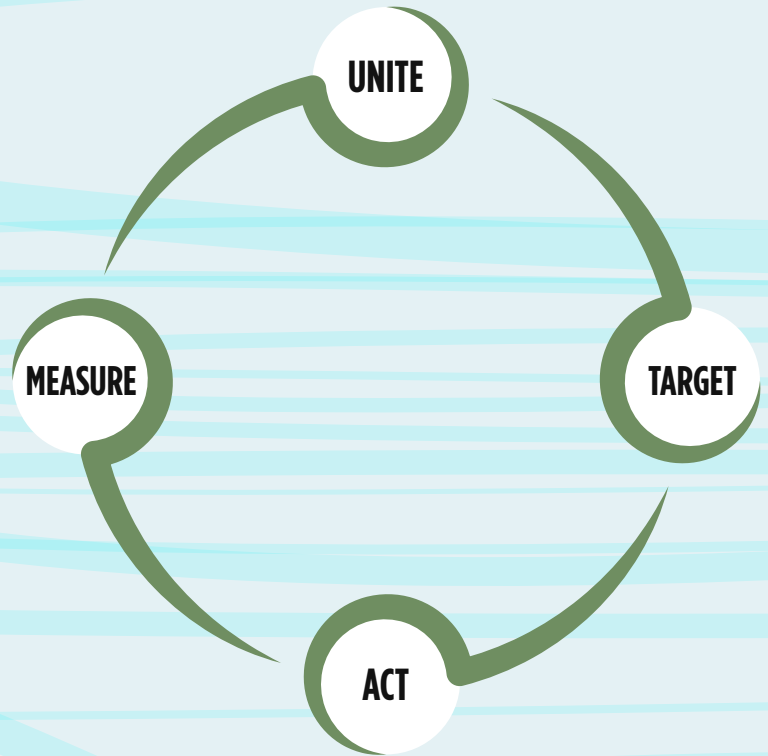
We are not there yet.

Achieving greater success for our young people is going to take efforts from all of us. COMET Auckland has been working with educators and community and business leaders to create Learning Auckland, a 'cradle to career' approach to education success, using proven collective impact methodology.

Collective Impact brings participants together around common goals and a set of agreed milestones for success.

Action groups focus on specific parts of the education and skills system. Everyone shares data, tracks progress and shares success stories so we understand what works and can bring initiatives to scale.

Learning Auckland has joined a network of 80 cities in the USA, Canada and Australia taking a 'cradle to career' approach to education and skills success.



EASY WAYS TO SUPPORT LEARNING AUCKLAND

LEARNING AUCKLAND NEEDS EDUCATORS, BUSINESS, COMMUNITY AND FAMILIES TO WORK TOGETHER TO SPOTLIGHT THE PARTS IN THE CRADLE TO CAREER SYSTEM THAT DON'T WORK AND SCALE UP PROGRAMMES THAT DO

- Use this data to inform discussions and action in your part of the cradle to career system.
- Contribute funding and expertise towards coordination, data analysis or actions.
- Sign the Learning Auckland Accord today and encourage your networks to sign up too.
- Join one of the Action Groups that will focus on particular parts of the system.